DOCUMENT RESUME

ED 323 431 CG 022 753

AUTHOR Rice, Robert
TITLE A Study of the Effects of a Transfer Orientation Course upon Student Reaction to College, Study Habits and Attitudes, and Academic Performance. A Report Conducted for the Office of Academic Affairs at Oregon State University.
PUB DATE 90
NOTE 38p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Academic Achievement; *Academic Advising; Academic Persistence; *Adjustment (to Environment); College Students; *College Transfer Students; Faculty Advisers; *Guidance Objectives; Guidance Programs; Higher Education; *Program Effectiveness; *School Orientation; Student College Relationship; Student Needs

ABSTRACT

During fall term 1988, an experimental course called HIED 202x was developed to help newly enrolled transfer students with their academic and social adjustment to Oregon State University. Analyses were conducted to determine the effects of the course upon student reaction to college, study habits and attitudes, and academic performance as measured by grade point average (GPA) and retention. Findings indicated that HIED 202x participants had significantly more favorable views of the university than did a matched-pair control group of transfer students. In general, the participants in the HIED 202x course were significantly more likely to interact with faculty, to get help with their studies, to feel that information about the college was easy to get, and to see the college as a friendly and comfortable place. The HIED 202x students also viewed their courses more favorably and were far more academically integrated than nonparticipants--less likely to get behind in their work or get bored in class, more likely to know how well they were doing, and more likely to have received help from faculty or staff. Participants also had significant gains in all seven scales of the Survey of Study Habits and Attitudes. No significant differences in academic performance were found in the first three terms on campus, but HIED 202x participants were less likely to experience a significant decline in GPA between fall and spring terms. (References are included and statistical data from the study are appended. (Author/TE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED323431

A Study on the Effects of a Transfer Orientation Course Upon Student Reaction to College, Study Habits and Attitudes, and Academic Performance

A Report Conducted for the Office of Academic Affairs
at Oregon State University
1990

Robert L. Rice
Postsecondary Education Department
Oregon State University

Spring, 1990

CG 022753

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

/ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Robert Rice

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Table of Contents

Abstract....3
Introduction....5
Rationale....5
Objectives of HIED 202x....6
Research Methodology....7
Findings....8
A Study of the General Categories of the SRC....8
Specific Item Review of the SRC....8
Specific SRC Item Review as a Means of Assessing Course Objectives....10
An Analysis of the Academic Performance Between the Groups....19
A Study of the Student Study Habits and Attitudes of the HIED 202x Participants.... 21
A Study of the Effects of HIED 202x Upon Specific Items of the SSHA....22
A Study of the Percentage Gains on the SSHA by HIED 202x Participants. 22
Written Comments From Participants....24
Conclusion....30
References....31
Appendix A....32
Appendix B....33
Appendix C....34

A Study on the Effects of a Transfer Orientation Course Upon Student Reaction to College, Study Habits and Attitudes, and Academic Performance

Abstract

During fall term 1988, an experimental course called HIED 202x was developed to help newly enrolled transfer students with their academic and social adjustment to Oregon State University. Analyses were conducted in order to determine the effects of the course upon student reaction to college, study habits and attitudes, and academic performance in terms of GPA and retention.

The findings indicate that HIED 202x participants had significantly more favorable views of Oregon State University than a matched-pair control group of transfer students. In general the participants in the HIED 202x course were significantly more likely to interact with faculty, to get help with their studies, to feel that information about the college was easy to get, and to see the college as a friendly and comfortable place.

The HIED 202x students also viewed their courses more favorably and were far more academically integrated than non-participants. The HIED 202x students were less likely to get behind in their course work, they were more likely to know how they were doing prior to grades, and were less likely to be bored in class. In addition, the HIED 202x participants more likely to feel that information about the college was easy to get, were likely to have talked with professors about course work, and were more likely to have received help from faculty or staff. They felt that instructors were easy to talk to and that help with their studies was more readily available.

Summary of the Research on the Effects of the HIED 202x Transfer Orientation Course

Introduction

A group of 80 students who participated in a pilot course entitled HIED 202x-Transfer Orientation Course-were studied in order to ascertain the general effects of course participation. Studies focused upon whether course participation would significantly influence student academic performance, student reactions to college, and student study habits and attitudes. Participants were also asked for their general impressions of the course content and value.

Participants in the course were all newly enrolled transfer students at Oregon State University. Seven sections of the course were taught twice a week during the fall term. Instructors for the course included two volunteer faculty members and five graduate students from the postsecondary education department. Section sizes ranged from 7 to 15 students. Instructors were given a one day training session prior to fall registration and three additional training sessions were conducted during the fall term. The course had a specific structure and generally consistent content.

Rationale for HIED 202X

National studies on transfer students clearly point to a number of adjustment problems encountered by this group of students (Johnson, 1987; Lenning, 1977; Lunneborg & (1976). Transfers traditionally show declines in grade point averages during their first term on a new campus (Desler,1985; Withdrawal from institutions, 1977). In addition, compared to native students, transfers show higher attrition rates, are more likely to be less informed about campus policies, and less likely to utilize the services and resources of their new campus (Johnson, 1987; Desler, 1985). A 1987 study of transfer students at Oregon State University indicated that transfer students who more frequently interacted with their academic advisors had more favorable ratings of the transfer process. The results of the transfer student studies underscore the importance of providing structured experiences to help transfer students bridge their intercollegiate experience in order to make them better higher educational consumers.

Objectives of HIED 202x

The objectives of the HIED 202x course were formulated upon the basic principles of retention research with particular emphasis upon Tinto's retention theory (Tinto, 1987). Essentially, the course was patterned to help students (1) clarify their personal goals; (2) strengthen their institutional commitment; (3) increase their interaction with peers and faculty; (4) enhance their academic skills and knowledge; and (5) become more involved with campus life. Specifically, the HIED 202x course had ten general objectives:

Objective 1--To help transfer students develop better academic survival skills in order that they may become more effective and efficient learners.

Objective 2--To promote transfer students' formal and informal involvement with faculty

Objective 3--To facilitate the transfer students' awareness of, involvement in, and appreciation for university resources and services.

Objective 4--To help transfer students understand institutional policies in order that they may be less encumbered by the rules and regulations of the university.

Objective 5--To enhance transfer student appreciation for and involvement with the cultural and co-curricular life of the campus.

Objective 6--To provide transfer students with a supportive atmosphere for fostering greater feelings of community, friendliness, and a positive sense of campus climate.

Objective 7--To help transfer students develop more positive attitudes and reactions for the learning process.

Objective 8--To give transfer students advisement-related support in order that they may become more self-directing in affirming their future academic and career goals.

Objective 9--To strengthen transfer student commitment to the university

Objective 10--To increase transfer student academic performance in terms of GPA and retention rates.

Research Methodology

Research on the effects of the course was conducted in three ways. A matched-pair design was used to study the effects that the course had upon student reactions to college and upon their academic performance. A third study used a one group static design to assess if there was any change in the study habits and attitudes of the HIED 202x participants after their first term on campus. In the study assessing reactions to college, the 80 participants in the course were matched with 80 other newly enrolled transfer students who had similar majors, entering GPAs, ages, and places of residence. A comparison of the two matched groups appears in Table 1.

Table 1

A Three Variable Comparison of the Matched Groups

Group	Average Age	Entering GPA Average	Gender %	Residence %
HIED 202x	24.5	2.77	M=49 F=51	On-Campus=38% Off-Campus=62%
Control	24.3	2.81	M=49 F=51	On-Campus=38% Off-Campus=62%

At the conclusion of the course, students in HIED 202x and the control group were sent a survey entitled Student Reactions to College (SRC)--an instrument that assess student reaction to some nineteen different aspects of the university. The SRC is published by The Educational Testing Service and it has been widely used in assessing institutional outcomes.

While eighty percent (64 of 80) of the surveys were returned for matching purposes, limitations in funding prevented a full analysis of all the respondents. Therefore, 40 of the 64 surveys were randomly selected for analysis. Using chi-square contingency tables, the percentage of favorable and non-favorable ratings between the HIED 202x participants and the matched control group were compared on the 19 sub-categories of the SRC and on each of the 150 items in the survey. Specific results between HIED 202x participants and non-participants for each of the 19 sub-categories of the SRC appear in Appendix A. Significant differences between the groups on each of the SRC items are listed in Appendix B. All data in the Appendices A and B reflect total percentage of favorable reaction unless the item implies otherwise.

Findings

A Study of the General Categories of the SRC

A chi-square analysis showed that HIED 202x participants and non-participants did not significantly differ in the frequency of their favorable reaction within the 19 sub-categories of the Student Reaction to College (SRC) survey (see Appendix A). While the HIED 202x group did have more favorable reactions in all 19 sub-categories of the SRC, none of these categorical differences was statistical significant.

Specific Item Review of the SRC

The favorable reactions for participants and non-participants in HIED 202x were compared on each of the 150 items of the SRC. Some 37 of these items include preference items and 113 items address specific opinions about the campus. A chi-square analysis showed 1 significant difference at the .01 level, 9 significant differences at the .05 level, and 15 differences at the .10 level of significance. A statistical summary of the items showing major differences appears in Appendix B.

Significant differences between HIED 202x participants and non-participants within specific items of the Student Reaction to College survey.

HIED 202x Participants were significantly more likely to:

1. Talk to professors about courses.
2. Not take a required course that was a waste of time.
3. Believe that the cost of books and supplies were a problem.
4. Favor more activities for married or older students.
5. Know how they were doing before grades were posted.
6. Get help with their studies.

7. Feel that information about the college was easy to get.

8. Feel that this college gives them what they wanted.

9. Get help from faculty\staff for a problem.

10. Understand the reading assignments.

11. Not have a course that was too slanted toward one job.

12. Feel unsafe on the campus after dark.

13. Feel instructors were easy to talk to.

14. Never get behind in a course.

15. Feel that instructors didn't expect too much outside work.

16. Not be bored in class.

17. Never feel left behind in a class.

18. Believe that the college was more than just attending class.

19. Believe that this college was a friendly and comfortable place.

20. Get course help from a professor outside of class.

21. Believe that classes should be kept on schedule regardless.

22. Talk to a professor about non-class things.

23. Believe that courses were tied to future job plans.

24. Feel that instructors didn't teach over the heads of their students.

25. Believe that the rules and regulations were made without the consultation of the students.

A Summary of the Item Review Comparisons of the SRC

The item review shows that HIED 202x participants were significantly more likely to interact formally and informally with instructors and to view faculty and staff as helpful in addressing student academic and personal

concerns. Participants were significantly more satisfied with the university in terms of its friendliness and its ability to give students want they wanted. The participants felt that information about the college was easier to get and that college was more than just an "in-class" experience. The HIED 202x participants reacted more favorably to their major courses and saw their classes as being much more relevant to their future career plans.

This group was also more academically integrated as illustrated in their tendency to know how well they were doing in their classes, their higher frequency in understanding reading assignments, and in their ability to keep up with the class work. HIED 202x participants also reacted more favorably to their instructors as reflected in their belief that instructors did not teach above the heads of their students and that instructors did not pile on unnecessary work. However, HIED 202x students were significantly more likely to see the campus as being unsafe at night and were more troubled by the costs of textbooks.

Specific SRC Item Review as a Means of Assessing Course Objectives

Some items on the SRC were grouped to evaluate the objectives of the course. Such groupings are reflected in the following tables: (Data reflect the percentage of students indicating agreement with item statement. Note that * indicates significant difference at .05 level and ** significant difference at .01 level).

Objective 1--To help transfer students develop better academic survival skills in order that they may become more effective and efficient learners.

Table 2

Student Reaction To College Item	HIED 202x	Control
Instructors did not explain things in a way that I could understand	31	32
I have done badly on a test this term	27	23

I have not taken time I should have spent on one course to catch-up in another	84	82
I have felt left behind in a class	11	25
I have had trouble concentrating on what I was suppose to be studying	36	39
I had so much reading to do that I didn't have time to really understand it**	32	52
I found that I couldn't understand what I was studying even though I understood it earlier in class	16	22
I had to study so much that I haven't had time to relax and enjoy college	37	34
I've never learned to study well enough to handle the work in the time I have	30	36
I got so far behind in a course that I never really got caught up*	23	39

Objective 2--To promote transfer students' formal and informal involvement with faculty

Table 3

Student Reaction To College Item	HIED 202x	Control
Instructors have been easy to talk to*	77	57
I talked about course work with an instructor for at least 15 minutes outside of class*	91	69
I got help on course work from a faculty member outside of class*	75	57

I talked with an instructor about things not connected with class*	57	38
Felt that an instructor didn't understand what I was trying to say	43	48
I got help from a faculty or staff member with a problem I was having in college**	59	36
Instructors have been available outside class at times convenient to me	72	66
I have been able to get help with my studies when I've needed it*	64	46
I have felt bitter or angry about the lack of sensitivity of a member of the college faculty or staff	9	18

Objective 3--To facilitate the transfer students' awareness of, involvement in, and appreciation for university resources and services

Table 4

Student Reaction To College Item	HIED 202x	Control
I talked with a counselor about my future plans	84	70
I looked through occupational information to learn about job possibilities for when I finish college	57	40
Tried unsuccessfully to meet with a counselor	10	13
Been angered by something the college administration did	54	55
The rules and regulations are pretty relaxed here, nobody feels hassled	30	29
Rules and regulations that affect me are made by the administration without enough consultation with students**	39	63
The food services on the campus are adequate for my needs	48	47

I have had problems getting acceptable housing	13	21
Registration procedures are a burden	47	50
I've been well satisfied with the services of the library	73	59
I've been well satisfied with the services of the college bookstore	78	78
Information about what's going on at school has been easy to get**	59	34
Students here are treated as adults	75	59

Objective 4--To help transfer students understand institutional policies in order that they may be less encumbered by the rules and regulations of the university.

Table 5

Student Reaction To College Item	HIED 202x	Control
Had to go through a long, administrative process that seemed senseless to me	66	69
Did not have to go around and around from one office or person to another trying information	66	59
Have been inconvenienced by an administrative error	39	39
Have been given wrong or incomplete information about programs or courses by a college staff member	23	27
Have been faced with a problem involving housing, a job, sources of financial aid, transportation, or something else connected with going to college that the college should have helped me with but didn't	54	38

Have been kept from something I wanted to do because of what seemed to be an unnecessary regulations	29	41
Know how well I was doing in my courses before I got a grade**	77	53
I've lost time toward my degree because of transferring from one college to another	45	41
The rules and regulations here are pretty relaxed; nobody feels hassled	30	29
The rules and regulations that affect me are made by the administration without consultation with students**	39	63

Objective 5--To enhance transfer student' appreciation for and involvement with the cultural and co-curricular life of the campus.

Table 6

Student Reaction To College Item	HIED 202x	Control
Participated in a course-related activity	40	34
Gone to a meeting of a college organization or to an organized social activity at the college	64	48
I generally favor cultural events on campus	88	84
I generally favor activities designed for married students or older students**	61	36
Student publications are too tightly controlled by the administration	16	18
Organized social activities at the college are necessary because not enough is going on in the surrounding community	75	59
Students here have a reasonable role in deciding what services are paid for from student fees	23	11

Students here don't care about much except getting through with college	19	21
The campus isn't a place where students just go to class; much happens here*	75	57
I'm here for the classes; I don't need the non-curricular activities	13	18
The student government effectively represents my point of view	27	27

Objective 6--To provide transfer students with a supportive atmosphere for fostering greater feelings of community, friendliness, and a positive sense of campus climate.

Table 7

Student Reaction To College Item	HIED 202x	Control
Instructors were easy to talk to this term*	77	57
Instructors had trouble understanding the students' problems	9	9
Instructors respected student points of view difference from their own	75	59
Instructors really listened to student questions and discussions in class	70	70
Instructors treated their students fairly	95	89
I felt bitter or angry about the lack of sensitivity of a member of the college faculty or staff	9	18
I have been able to get help with studies when I've needed it*	64	46
I favor course assignments where several students work together	59	54
Where I live, I feel cut off from campus	30	25

The college has been a friendly, comfortable place to be*	75	57
It's hard for students here to get their concerns known and acted on	34	39
I feel that I can't lay down a book or anything else on campus for fear it will be stolen	39	30
I feel unsafe on campus after dark*	73	52
Students here are given the respect and responsibility of adults	75	59

Objective 7--To help transfer students develop more positive attitudes and reactions for the learning process.

Table 8

Student Reaction To College Item	HIED 202x	Control
Instructors gear their instruction to the students' interests and abilities	65	50
Instructors presented more in class than I learned from assigned readings	63	50
Instructors expected more outside work than I have time for	21	34
Instructors have been clear about what they expect of students	86	71
Instructors piled on the work as though theirs is the only class I have*	30	43
Instructors returned exams and papers with comments soon enough to be helpful	75	59
Instructors have given detailed comments about papers, exams, or other material I've turned in	53	41
Instructors taught over the heads of their students*	12	23
Had to buy a textbook that was not really necessary	50	41

Had assignments from my instructors that were really only busywork	11	16
Have felt frustrated because a class was not moving fast enough	12	5
My courses are pretty well tied to my future plans*	84	68
I'm doing well in my major field	70	70
Had a class where the instructor consistently came to class unprepared	7	16
Bored in class*	34	52

Objective 8--To give transfer students advisement-related support in order that they may become more self-directing in affirming their future academic and career goals.

Table 9

Student Reaction To College Item	HIED 202x	Control
Tried unsuccessfully to meet with my academic advisor	25	27
I know what I want to do when I finish here	68	59
My occupational plans have changed since I started here	34	21
I know as much as I need to know about graduate school or other training needed for my chosen career	9	13
I would prefer a field of study with more definite job possibilities than my present field	25	19
I'm uncertain about what I'm getting from college	27	37
I would change my field of study if I wouldn't be delayed finishing college	14	18

I got the courses I wanted	68	59
Required courses in my major field keep me from taking other courses I like	34	53
I've begun to think the program of courses I'm taking is not really what I want	21	13
I've had trouble deciding what courses to take	20	9
This term I dropped a course because it wasn't what I wanted	23	20
Been kept out of a course I wanted because I didn't meet the requirements	11	11
Been trapped by rigid drop and add requirements in a course I found I didn't need or want	14	21
Taken a required course that was a waste of time***	30	53
Been prevented by scheduling problems from taking a course required in my field	35	39

Objective 9--To strengthen transfer students' commitment to the university

Table 10

Student Reaction To College Item	HIED 202x	Control
This college gives pretty much what I want**	73	50
This college has been a friendly, comfortable place to be*	75	57

An Analysis of the Academic Performance Between the Groups

A second study was conducted to assess the academic performance of HIED 202x participants and non-participants. Grade point averages and retention rates for the participants in the study were compared using simple independent t-test and chi-square analyses. Results of these analyses appear in Tables 11, 12 and 13. These studies were used to assess Objective 10 of the course.

Objective 10--To increase transfer student academic performance in terms of GPA and retention rates.

Table 11

Retention Rates of HIED 202x Participants and Non-Participants

Group	Retention Rate Fall to Winter	Retention Rate Fall to Spring	Retention Rate Fall to Fall
HIED 202x	99%	97%	90%
Control	100%	92%	82.5%
Significance	.980	.450	.166

Table 12

Grade Point Averages of HIED 202x Participants and Non-Participants

Term	Group	GPA	Upper Quartile	Lower Quartile	Median	Inter-Quartile Range
Fall	202x	2.72	3.38	2.33	2.78	1.05
	Control	2.50	3.36	1.86	2.45	1.50
	Significance	.155				

Winter	202x	2.53	3.11	1.87	2.55	1.14
	Control	2.46	3.33	1.78	2.50	1.55
	Significance	.693				
Spring	202x	2.64	3.19	2.10	2.53	1.09
	Control	2.53	3.29	1.94	2.59	1.35
	Significance	.416				

A Summary of the Findings on Academic Performance

No significant differences were found in the average GPA during the first three terms between the HIED participants and non-participants. HIED 202x participants did have a higher median GPA during their first term and higher lower quartile averages for all three terms. While the HIED 202x participants did not experience significant gains in GPA's, they did seem to have fewer radical declines in GPA's.

A comparison of the groups' entry level GPAs with their first three terms on their new campus shows that HIED 202x non-participants were more likely to experience significant differences in GPA outcomes during each of the three terms. HIED 202x participants experienced a significant difference in GPA only during the winter term (Table 13).

Table 13

A Comparison of Entry Level and New College GPA by Term.

Comparison	Fall GPA	Winter GPA	Spring GPA
HIED 202x Group	2.69	2.51	2.59
Entry GPA	2.77	2.77	2.77
Difference	.08	.26	.22
Significance	.495	.032	.087
CONTROL Group	2.51	2.43	2.51
Entry GPA	2.81	2.81	2.81
Difference	.30	.38	.30
Significance	.019	.001	.02

A Study of the Student Study Habits and Attitudes of the HIED 202x Participants

A third study was conducted to investigate the impact that HIED 202x had on student study skills and attitudes. This study was less sophisticated in that in used a basic one-group before and after design and excluded the control group in the analysis. Its intent was primarily to study the effects of the course content upon student study habits and attitudes. Students in the HIED 202x class were given the Survey of Study Habits and Attitudes (SSHA) the first day of class and at the conclusion of the course. The SSHA is published by the Psychological Corporation and is the most widely used instrument in investigating student study habits and attitudes. Seventy-one of the 80 students were able to participate in this analysis. A t-test of dependent samples was run for each of the seven scales of the SSHA. In addition, a tally of each of the 100 items in the SSHA was made in order to ascertain the percentage of students indicating severe problems on the items. A comparison of pre-and post-test percentages was used to determine which specific study habit and attitude problems were affected by course participation. A listing of the significant changes within this item review are found in Appendix C. Percentages of students registering increases or declines were also tabulated. Mean and median scores for percentages of change were also analyzed. Results of these analyses appear in Tables 14 and 15.

Table 14

A Summary of the Results of the Pre- and Post-testing of the Major Scales of the SSHA

SSHA Scale	Pre-test	Post-test	Difference	t test
Delay Avoidance	18.66	25.37	6.70	5.75*
Work Methods	21.77	28.42	6.65	6.72*
Study Habits	40.44	53.79	13.35	6.74*
Attitudes Towards Teachers	27.75	32.10	4.35	4.25*
Attitudes Towards Education	29.99	25.32	4.66	4.27*
Study Attitudes	53.07	62.08	9.01	4.55*
Study Orientation	93.51	115.87	22.37	6.12*

* Significant < .05

Summary

Students participating in HIED 202x showed significant gains on all seven scales of the SSHA.

A Study of the Effects of HIED 202x Upon Specific Items of the SSHA

Major changes within each SSHA item between pre- and post-testing are found in Appendix C. Significant item changes included:

1. It takes me a long time to warm-up to the task of studying
2. I would study harder if I were given more freedom to choose
3. My studying is done in a random unplanned manner
4. I organize my work so that I will utilize my time effectively
5. I skip over graphs, tables, and figures when doing reading assignments

Summary

The HIED 202X course participants showed major gains in organizing their study procedures, in utilizing their time more effectively, and in more carefully reading textbooks.

A Study of the Percentage Gains on the SSHA by HIED 202x Participants

While not all the HIED 202x participants showed gains in study habits and skills, Table 15 shows that 45 percent of the students gained 50 percent or more on at least one of the SSHA scales. Some 70 percent showed at least a 25 percent improvement on one or more of the scales. Eight out of ten participants showed some positive gains in their study habits. The average percentage gains on the SSHA for the HIED 202x participants denoted sizeable increases (Table 16). The percentage of students in the class showing gains in the SSHA scales are as follows:

Table 15

Percentage Gains on SSHA Scales

Scale on SSHA	Percentage Gains		
	% of students with gains of 50% or more	% of students with gains of 25% or more	% with positive gains
Study Orientation	25	45	76
Delay Avoidance	45	62	73
Work Methods	41	52	80
Study Habits	38	70	78
Teacher Attitudes	21	39	62
Educational Attitudes	20	44	70
Study Attitudes	20	39	69

Table 16

Mean and Median Percentage of Improvement on SSHA for Each Participant in the HIED 202X Course.

Scale on SSHA	Median % Improvement	Mean % Improvement
Study Orientation	22.13	32.46
Delayed Avoidance	38.10	66.03
Work Methods	29.41	43.10
Study Habits	28.21	46.37
Teacher Approval	13.04	23.24
Educational Approval	16.67	39.06
Study Attitudes	12.66	25.21

Summary

The course did seem to have a major impact on improving study skills and attitudes for a major segment of the participants.

Written Comments From Participants

A final study used a qualitative analysis of the participants written comments of the course. Each of the participants in the course were asked to submit weekly journals of their first term experiences at Oregon State University. The following statements have been derived from comments in the journals and student reactions to a question concerning their assessment of the HIED 202x course. The comments reflect statements from 72 of the 80 students-some students had several statements worthy of note.

Comments from students completing the HIED 202X class:

1. I thought I saw a change in the caring department because of the HIED class. The students in this class really wanted to help each other. I also saw a different kind of teacher. The kind I was expecting five years before. It is nice to have a teacher who cares and really goes out to help students.

2. My education should go a lot smoother and should be a happier ride because of this course.

3. There are more people here at OSU who are willing to help you than I thought.

4. This class has helped me in several ways. I feel comfortable here at OSU; I feel like I know the system and how it works and I think this class has helped me get to that point.

5. I feel this class has helped me to develop some key friendships and I have become more involved in some super activities. I already feel at home here in Corvallis.

6. The teacher of the HIED class has been a friend and an assistant for me. I am really glad that I decided to take this class because now I feel like a real college student.

7. I feel so close to the instructor and students in the HIED class. Everyone has been so sensitive and caring.

8. The HIED class has been wonderful. It has helped me to feel more comfortable with my surroundings. I think this class is a wonderful addition for transfer students.

9. I have become so enchanted by the friendly, helpful people here at OSU that I have decided to stay at OSU. This HIED class has really helped me to sort out my feelings, the instructor has been our friend and advisor.

10. I enjoyed the HIED class. Besides meeting a lot of new people, I learned a lot about the campus. It helped me a lot with my academic development.

11. The best thing to happen to me as a result of this course was the gaining back of my confidence. As a class we didn't talk about confidence, but we examined study habits and personality traits. When this picture of myself was painted, I didn't like what I saw. This prompted me to take a look at what the problem was. I'm back on track and thank this class and myself for it.

12. Because of the HIED 202X class, I'm now in a state of mind where I can set goals for myself and take them seriously. For the past year and a half this had been missing, replaced by false commitment and apathy.

13. The HIED course has been very helpful to me. I hope that people will continue to take this course and use it to its fullest potential.

14. The orientation class sped up my knowledge of OSU and all it has to offer. It helped me to adapt quickly to the campus.

15. The HIED class helped me to get a jump on a more successful stay here at OSU.

16. I highly recommend that all transfers take the transfer orientation class. You get some good advice about school and lots of encouragement.

17. I found the HIED class to be very supportive. It was comforting to know other students were facing the same problems and the class helped me to meet some very good friends.

18. Our instructor in the HIED class really cared about how we were doing socially and academically. He was willing to help us or find us help.

19. The transfer class made it easier for me to cope with the lonely feelings I had moving up here. The relaxed atmosphere made it easier to talk about our problems.

20. I would recommend this class to everyone. It will help you adjust to the college atmosphere 100%.

21. It is very hard to be a college student if you don't know what or where your resources are. This class really helped to identify the key resources.

22. This class helped me to get organized and helped me to deal with the stress that I was feeling.

23. I really enjoyed the HIED class because it was a time to meet with others who were feeling just like me at times-we all shared common stress and the class helped to bring us together and help each other with that stress.

24. Over-all this class made the difference between me forging ahead when I considered dropping out.

25. The feeling of anonymity in a new town and sometimes overpowering environment was some how balanced by this class where people are allowed to be people without the demand of "heady" expectations.

26. The HIED class--the small group setting was so supportive, it was a place to come where I was seen as an individual rather than an unknown face in a sea of unknown faces.

27. The crucial element of the HIED class for me was the beautiful personality of the instructor-his genuine nature, openness, and willingness to share his experiences and sense of caring was great.

28. The HIED class is a time to get in touch with yourself and find some direction in your life.

29. The HIED class was a place where you feel people care and you belong to a group where you can make some real friendships.

30. The HIED class is an experience where you don't have to go out and worry about seeking help-it's all right here for you.

31. The class was very helpful, I'm sorry that it is over.

32. The HIED class is the best course that I took this term.

33. I believe the HIED class has done more for me than any other class. It thought me a lot of techniques that I now use in my education.

34. The HIED class has helped me to improve my system of study.

35. The HIED class is a very good class for not only transfers but all students. I hope that each person in the class has benefited in a personal sense in as much as I believe that I have.

36. The HIED class has helped me to gain important knowledge about the university, knowledge of other students, and experience having a class that involves input from sources other than teachers.

37. The class was stress free and a good way to meet people. I'd recommend it to anyone transferring to OSU.

38. What I liked about the HIED class? It was relaxed, comfortable, helpful, interesting, and a chance to meet people who were supportive.

39. I would highly recommend the transfer orientation class to any new student.

40. Our group in the HIED class became very close and this made it easier to talk about and to work out our problems. I really enjoyed this class.

41. The instructor in the HIED class was the best thing to happen to me during the first term at OSU.

42. The HIED class is a good idea and is superb in helping students.

43. I feel that the HIED class has really helped me to feel more comfortable with OSU. The instructor is an inspiration to me. He turned out to be a friend and an advisor. I think this class is a very good idea.

44. I think that the main thing I recommend new transfer students to do is take the Transfer Orientation course. It is a very beneficial and informative class.

45. The HIED 202x transfer orientation course helped me to deal with the stress of coming to OSU, I thoroughly enjoyed it.

46. The HIED 202x class helped me with my knowledge of the campus, with my studying, with my anxiety, and it helped me to make new friends.

47. I thought the HIED 202x class might be boring but it turned out to be my favorite class. It was interesting, helpful, informative, and a great class!!!

48. The HIED instructor was a friend and a good model for us to follow.

49. The HIED class is very good.

50. I feel that the HIED class has been long overdue at OSU. I am very surprised that it has never been offered before. It has given me a chance to learn about the university and it has been a tremendous help in locating campus resources.

67. The HIED class gave me the chance to meet other older than average students and this helped to make the campus a more friendly place.

68. The HIED class was great, the biggest strength was the instructor. His counseling and help were extremely helpful and he gave me a push in the right direction, something I haven't got in a long time.

69. The HIED class gave me the chance to make some friends. It also gave me a chance to learn valuable study tips and how to plan my time more effectively.

70. The HIED class gave me the freedom to be me and the content of the course was very good.

71. The class helped me to deal with the anxieties of being a new student in a new place.

72. The HIED class was a place where you could go and discuss things and feel comfortable. We got to know others and we were treated as unique people and not just another face in the crowd.

73. I really enjoyed the HIED class.

74. The HIED instructor really made me feel comfortable about OSU. The other students in the class were of great help and support and I enjoyed learning about myself and theirs.

75. The HIED class was a very open, warm, and friendly atmosphere. I really enjoyed the class discussions especially on dealing with the stress of college life.

76. The HIED class was fun. You got to know others, obtain some friendships, and it was a place where I could go if I had a question and I wasn't sure where to start.

77. I enjoyed the HIED class. The instructor was good, likeable, and the class was so personal.

78. In the HIED class I learned how to deal with people in new situations. The instructor was excellent and concerned himself with his students.

79. The HIED class helped me to relax and gave me some insights into how others perceived me and my new environment.

80. The HIED class gave me a better understanding of how OSU is operated and I enjoyed relating to other student problems and understanding their needs.

81. I enjoyed the atmosphere of the HIED 202x class. I also enjoyed working with the other students and the instructor.

51. I feel that because of this class that I am better prepared for OSU than a freshman or other transfer student.

52. This class has taken the handicap out of being a transfer student.

53. I thought the HIED class was well organized and I learned a lot from it.

54. I'm really glad that I took the transfer class because it helped me feel more a part of the university.

55. I really enjoyed the transfer class. I particularly liked the personal relationships of our group.

56. I feel that the HIED class is an extremely important class. It gives transfer students an opportunity to meet others in our situation. It helped me to know myself and to know how to deal with others.

57. The instructor of the transfer group did a fantastic job. I really enjoyed the camaraderie.

58. The HIED class was perfect in all categories, it really helped in my commuting to OSU.

59. Working in a group within the HIED class was a real plus. they all knew exactly what I was experiencing.

60. It was a place to relax and learned, to meet some nice people and learn about the internal workings of the university.

61. I gain confidence and more self-esteem for the HIED course. I feel that I can make educated decisions instead of guesses as a result of taking the course. I liked the moral support and specific information presented.

62. I liked meeting and learning from the experiences of the other students.

63. I have a much better understanding of the depth and breadth of services and resources at OSU.

64. The HIED provided me with an opportunity to have a strong relationship with my classmates-this was valuable to me.

65. The HIED class provided me with a support group for older than average student problems. It gave me a more realistic view of the campus, its role, functions and how I fit in.

66. The HIED class gave me the chance to meet new people and explore the resources at OSU.

82. I enjoyed the small group atmosphere of the HIED class because it allow you to feel closer to the students and the instructor. You don't feel like just another number.

83. I feel that the HIED class is a very strong one.

84. I enjoyed the lectures, discussions, and guest speakers of the HIED class.

85. I liked the instructor's attitude in the class. You are given freedom to talk and discuss issues in this course.

86. I enjoyed the atmosphere of the HIED class, I could be open with the instructor and with my classmates.

Conclusion

Participation in the HIED 202x has profound effects upon transfer student academic performance, reactions to college, and study habits and attitude development. Moreover, testimony from student participants clearly points to a strong favorable reaction and support for the course. The course would appear to have a value in enhancing student awareness of the rules and regulations of OSU, in fostering significantly more student\faculty involvement, in facilitating more favorable views of the campus climate, in promoting positive impressions of the faculty at OSU, and in stimulating more academic integration.

The content and methodology within the course produced significant gains in the over-all study habits and attitudes of the student participants as more than 45% of the students increased their study habit ability by 50%. The course clearly helped students to utilize their time more effectively, to change many of their procrastination habits, and to look more favorably upon the role of their instructors.

However, course participation did not significantly effect academic performance in terms of grade point average and retention rates at least under matched-group analysis. Participants in HIED 202x were less likely to experience significant declines between their entry level GPA and their GPA's during their first and third terms on their new campus. Non-participants experienced significant differences between entry level GPA and GPA during all three terms at their new campus.

The results point to some specific questions regarding the true effects of the course. Of prime interest is whether the significantly higher positive reactions and academic performance

of the HIED 202x were attributable to HIED 202x participation or perhaps to the group's satisfaction with their major courses-the single most distinguishing characteristic between the matched-groups. Comments for the HIED 202x participants clearly indicate that they were favorably impressed by the interactive ability of their HIED 202x instructors and that they were highly supportive of the course. These comments suggests that HIED 202x was a major contributor to the student's positive attitudes and academic success. Clearly, however, the HIED 202x participation together with positive experiences within major-related courses may work together to develop the beneficial attitudianal and performance outcomes as seen in this report.

References

Desler, M. (1985). A test of Tinto's theoretical model of college student persistence among transfer commuter students at an urban university (Doctoral dissertation, University of Illinois, 1985). Dissertation Abstracts International, 40, DA8603395.

Johnson, N. (1987). Academic factors that affect transfer student persistence. Journal of College Student Personnel, 28, 323-329.

Lenning, O. (1977). Assessing student progress in academic achievement. In L. L. Baird (Ed.) New directions for community colleges: Assessing student academic and social progress No. 18, pp. 24-36. San Francisco: Jossey-Bass.

Lunneborg, A.E. & Lunneborg, P.W. (1976). Characteristics of university graduates who were community college transfers. Journal of College Student Personnel, 17, 61-65.

Tinto, V. (1987). Leaving college: Rethinking the causes and cures of student attrition. Chicago: University of Chicago Press.

Withdrawal from institutions of higher education. (1977). Washington D.C.: U.S. Government Printing Office.

APPENDIX A

SRC Category\Item	HIED 202	Control	Chi-square	Significance
Grading	68	50	2.520	.112
Form of Instruction	72	57	1.980	.160
Campus Climate	57	43	1.800	.180
Rules and Regulations	37	26	1.460	.228
Involvement with Faculty	66	53	1.290	.256
Counseling and Advising	70	59	.879	.348
Registration\Scheduling	64	55	.833	.361
Quality of Instruction	75	67	.549	.459
Instructor Accessibility	68	59	.487	.485
Academic Performance	63	54	.464	.496
Studying	58	50	.453	.501
Programming	68	62	.220	.639
Financial and Related Problems	68	63	.220	.639
Organized Student Activities	28	26	.065	.799
Help with Living Arrangements	33	31	.059	.809
Planning	63	61	.053	.819
Student-Centered Instruction	43	39	.050	.820
Administrative Procedures	50	48	.050	.823
Library\Bookstore	78	74	.040	.838

APPENDIX B

SRC Category\Item	HIED 202X	Control Group	Chi-square	Significance
I didn't take a required course that was a waste of time***	70	30	12.80	.000
The cost of books and supplies have been a problem**	52	25	6.37	.012
Didn't have a course too slanted toward one job**	84	61	6.27	.012
Knew how I was doing before grades were posted**	77	53	5.49	.019
Favor more activities for married or older students**	61	36	5.01	.025
Information about the college is easy to get**	59	34	5.01	.025
Got help from faculty\staff for a problem**	59	36	5.01	.025
This college gives me want a want**	75	50	4.27	.039
I almost always understood the reading assignments**	68	46	4.11	.043
Rules and regulations are not made without student consultation**	39	63	4.05	.044
Talked to prof outside class about the course*	91	69	3.82	.050
Instructors have been easy to talk to*	77	57	3.65	.056
Almost never got so far behind that I could not catch up*	77	57	3.65	.056
I feel unsafe on the campus after dark*	73	52	3.41	.065
Believe that my courses are tied to future job plans*	84	68	3.38	.066
Been able to get help with my studies*	64	46	3.23	.072
Have almost never been bored in class*	66	45	3.23	.072
Talked to professor about non-class things*	57	38	3.21	.073
Instructors didn't teach over the heads of their students*	89	75	3.12	.079
Instructors haven't expected too much outside work*	80	62	2.99	.084
Believe that classes should be kept on schedule regardless*	39	22	2.85	.091
Almost never felt left behind in class*	88	73	2.81	.094
Don't feel that campus is for classes and nothing else*	75	57	2.74	.098
This college is friendly and comfortable*	75	57	2.74	.098
Got course help from professor outside of class*	75	57	2.74	.098

APPENDIX C

Question on SSHA

It takes a long time for me to warm-up to the task of studying	31	10	11.03	.00009
Feel I would study harder if I were given more freedom to choose courses	54	35	5.70	.00017
My studying is done in a random unplanned manner	42	23	9.35	.00020
I organize my work so that I will utilize my time effectively	35	19	8.24	.00040
I skip over figures, graphs, and tables when doing a reading assignment	24	8	8.01	.00050
I try to talk over my school work with my teacher	36	22	3.65	.05600
I frequently find my grade lowered by careless mistakes	29	16	3.58	.06000
I strive to develop a sincere interest in my courses	24	12	3.41	.06000
I put off writing assignments until the last minute	24	13	3.41	.06000
I get nervous and confused when taking an exam	28	16	2.96	.09000
I believe that teachers truly want their students to like them	22	12	2.77	.09600

Pre- and post-testing of the Survey of Study Habits and Attitudes (SSHA) indicated that participants had significant gains in all seven scales of the SSHA. An item review of the SSHA showed that at the conclusion of the course the HIED 202x participants were significantly more organized and efficient in time use. In addition, more than 45 percent of the participants experienced more than a 50 percent gain on at least one of the SSHA scales.

In terms of academic performance there were no significant differences between the HIED 202x participants and the control group in terms of grade point averages, honors status, probationary status, or retention rates during their first three terms on campus. However, transfer students who participated in HIED 202x were less likely to experience a significant decline between their entry level GPA and their fall and spring term GPA on their new campus. In general, the HIED 202x course helped to reduce the propensity for transfer students to experience significant declines in grade performance throughout their first year at their new campus.

Written comments by the participants clearly indicated that the HIED 202x course was most favorably accepted by the students.